DOCUMENT RESUME

ED 263 920 IR 051 342

AUTHOR	Berkowitz, Robert E.; And Others
TITLE	Controlled Research Writing Project. Teacher Resource and Utilities Booklet to Accompany the Resource Documents Collection (R.D.C.). For Use with English II R and H Research Writing Unit.
INSTITUTION	Wayne Central School District, Ontario Center, NY.
PUB DATE	83
NOTE	71p.; Paper presented at the Humanizing Experience Conference sponsored by the New York State Education Department (Albany, NY, 1983). For related document, see IR 051 343. Some pages may be marginally legible.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Grade 10; High Schools; Instructional Materials; *Research Papers (Students); *Resource Materials; *School Libraries; Secondary School Curriculum; *Student Research; *Writing (Composition); Writing Instruction

ABSTRACT

This controlled research report writing curriculum was developed for 10th grade students by an interdisciplinary team led by the library media specialist and the chairperson of the English Department of Wayne Central High School. The purpose of the program is to give students a highly structured experience in research report writing, with attention focused on the analysis, synthesis, and evaluation of resource materials, rather than the library search for the resource materials. The workbook is organized into 10 steps in the controlled research report writing process. For each step a goal is stated and the skills to be acquired, the product of the step, the method for completion, a timeline, and an evaluation method are defined. The 10 steps are: (1) survey the entire resource documents collection (RDC); (2) narrow the topic and select articles; (3) analyze individual articles; (4) create a proposal and examine its consequences in terms of areas of concern; (5) create a thesis for a researched, persuasive essay; (6) take notes on cards; (7) organize and outline the essay; (8) write a rough draft; (9) revise the rough draft for logic, flow, and mechanics; and (10) write a final draft and add title page, footnotes, and bibliography. Supplementary materials include article reprints, forms, checklists, topics for evaluation, and writing sample. (Author/THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED263920

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CONTROLLED RESEARCH WRITING PROJECT

TEACHER RESOURCE AND UTILITIES BOOKLET

TO ACCOMPANY THE RESOURCE DOCUMENTS COLLECTION (R.D.C.)

FOR USE WITH

ENGLISH II R AND ENGLISH II H RESEARCH WRITING UNIT

WAYNE CENTRAL HIGH SCHOOL, ONTARIO CENTER, N.Y. -- 1983

WRITTEN BY:

ROBERT E. BERKOWITZ
LIBRARY MEDIA SPECIALIST

NANCY DEMARTE
ENGLISH DEPARTMENT CHAIR.

ASSISTED BY:
R. BIVIANO
J. DAVIS
G. HEIMBERGER
J. IMHOFF

IR051342

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert E. Berkowitz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

	PAGE
STEP I - to survey the entire RDC	1
STEP II - to narrow the topic and select articles	7
STEP III - to analyze individual articles	10
STEP IV - to create a proposal and examine its consequences in terms of areas of concern	27
STEP V - to create a thesis for a researched, persuasive essay	30
STEP VI - to take notes on cards	32
STEP VII - to organize and outline the essay	38
STEP VIII - to write a rough draft	42
STEP IX - to revise the rough draft for logic, flow, and mechanics	47
STEP X - to write a final draft and add title page, footnotes and bibliography	50

STEP I

GOAL: to survey the entire RDC to gain general knowledge of the topic

SKILL	PRODUCT	METHOD	TIMELINE	EVALUATION
1. Previewing*	List of one-sentence summaries of each article in the RDC	alone, in class	15 minute segments, early in the ten weeks	teacher check, kept in folder
2. Skimming for main ideas*	A one to two page discussion of the topic, based on the list of summaries	alone, in class	one class period, after summaries are completed	teacher check, shared with another student

* More information on following pages

STEP I - 1 INFORMATION ON PREVIEWING

from Nila Smith, Read Faster and Get More From Your Reading, p. 67

The first step in making a preview is to study the title. The title holds a world of information, for it gives you a quick cue as to what the topic of discussion is. It may be a deciding factor in determining whether or not you want to read the selection. If you decide that you do want to read it, then you have advance information and can read in terms of the promise that the title holds out to you.

Next, glance through the material to see if subheadings are used. If so, a quick survey of them will be valuable to you. You should consider each one for the information it gives or implies. These subheadings reveal to you the trend of discourse in the article as a whole. There will be occasions in which a preview of these subtitles will tell you all you want to know. At other times they will serve as interest leads to reading the difficult sections and as door-openers to better understanding of the text.

If any visual aids are furnished, study them for their significance. Look at illustrations carefully. They will aid your comprehension by giving you a vivid mental picture of the people, things, and locale dealt with. If maps are provided, study them. Your reading will be more meaningful if you have precise geographical locations in mind. If graphs and charts are provided, study these before you read the article. They will give you a quick grasp of relationships and proportions among data discussed in the text.

Next examine the length of the paragraphs. Turn the pages quickly and find out if most of the paragraphs are short, medium, or long. Remember, each paragraph is a thought unit, and a single idea is developed in each. If there are many short paragraphs, this is a fairly reliable indication that the article will include many ideas but will not be heavy with details. On the other hand, if the paragraphs are long, there will be fewer ideas, but each main idea will be expanded by numerous details. On the whole, this material will be more difficult to read.

Finally, make an estimate of how long it will take you to read the article. Count the words in several lines to ascertain the average number of words per line. Then multiply this number by the number of lines in the article. Once you have estimated the total number of words, decide how long it ought to take you to read it. Don't be easy with yourself. Set as short a time limit as you think you can possibly meet. Then live up to it!

PREVIEWING

In-class practice:

1. Distribute a group of Newsweek or Readers Digest magazines, one per student.
2. Students get 30 secs. to select an article, then 30 more secs. to preview it.
3. Student turns to a partner and tells him what the article is about. They check articles for corroboration.

Do drills often, in short, informal sessions.

Perhaps no one technique will aid you more in improving your reading ability than learning to read paragraphs effectually. Every selection is made up of paragraphs. Each paragraph is a unit of thought. Quickly grasping the essence of each of these thought units enables you to cover reading materials rapidly and, at the same time, to get the most important ideas which the author is expressing. In a paragraph there is one point of fundamental importance, and the details revolve around this hub idea, expanding upon it.

When you toss a pebble into a pool of water, you immediately perceive a circular ripple at the spot where the pebble came into contact with the water. Then other concentric circles appear, one after the other until there is an entire set of circular ripples. So it is with a paragraph. Figuratively speaking, the author tosses one main idea into a paragraph which sets all the other ideas in motion. It is your job to learn how to find this pivotal idea, swiftly and surely.

In much of the reading that you do you won't care to take time to consider all of the details. You will be satisfied if you can speedily glean the main ideas in the selection. Expertness in "spotting" the basic thought in each paragraph is the skill that you need to cultivate.

On the other hand, some selections will be of such significance to you that you will want to read and consider the minor ideas carefully. Then you will find that locating the main idea in each paragraph is of major importance because the central thought provides you with a core around which you can organize the details. In Chapter Seven you will be shown how to use the "main idea" technique as a starting point in factual reading. In the meantime, whether you are doing cursory reading for the purpose of gathering the larger ideas, or whether you are doing detailed reading for exact information, you will find it to your advantage to acquire the technique of reading paragraphs. In order to do this you must develop a systematic approach to paragraph reading rather than just following along one sentence after the other without effort or thought in regard to paragraph organization.

The position of the key sentence in a paragraph varies. Often the germ idea appears in the first sentence. If so, this is a convenience to the reader because he doesn't have to search through the entire paragraph for the central thought. At other times, the important idea occurs in the middle, at the end, or somewhere else in the paragraph. Because of the variance in the location of the key sentence within a paragraph, position is not a reliable guide in finding the main idea. You must learn surer ways of locating the one basic thought.

The first thing to do is to develop a new attitude toward paragraph reading—the attitude of thinking of each paragraph as a unit. As you encounter a new paragraph, view it as if it were all the reading material you had before you at the moment. Decide what is the *one* important idea this paragraph has to impart. Ask yourself two things:

1. What is the basic thing, place, condition, or person discussed in this paragraph?
2. What does this thing, place, condition, or person do, or what is done to it, or what property does it have, or what condition is it in, which makes it worth while for the author to write about it?

Keep these questions in mind while studying the paragraph below. See if you can locate the main idea with certainty.

The calcium cycle is one of the most interesting cycles of nature. The ocean contains vast quantities of calcium salts in solution. These are withdrawn by living creatures and built into coral reefs and the shells of mollusks and are precipitated in other ways. In the course of geologic time, deposits of calcium carbonate laid down in the ocean become lifted up from limestone strata in mountain ranges. These formations are then attached by atmospheric and organic acids and slowly dissolved and carried back into the sea from which they came. Sometimes great caves are left behind as a result of this process and many secondary calcite and aragonite formations come into existence.[1]

1. What is the basic topic discussed in this paragraph?
2. What special property does it have?
3. At what position in this paragraph did you find the key sentence?

If you analyzed this paragraph correctly, you will have concluded that the main topic is "the calcium cycle," and that the special property which the calcium cycle possesses is that it "is one of the most interesting cycles of nature." All the remaining sentences in the paragraph are subordinate details which tell how the calcium cycle is interesting. In this particular paragraph, then, the main idea is contained in the first sentence.

[1] Smith, pp. 88-91

STEP I - 2 PRACTICE EXERCISES IN SKIMMING FOR MAIN IDEAS

GOAL: to determine the main idea of a paragraph

As the next step in your skill-building program try to find the main idea in the paragraphs below. See also if you can pick up a little more speed as you apply this technique.

Smith, pp. 91-93

1. Find the noun or noun phrase that names the basic subject with which each paragraph is concerned.
2. Find the group of words that tells what this subject does, what it could or should do, what it is, what it has, or what happens to it which is sufficiently important to justify a written paragraph about it.
3. Try to read each paragraph a little faster than the one before as you apply this technique.

PARAGRAPH 1

The Far West states continue to be the most rapidly growing region in the nation, with an undiminished flow of migrants from all other regions. The population gain is more than twice as great as that of the rest of the nation. The whole economic structure of the Far West has expanded and continues to expand enormously. This is necessary both to serve the needs and to tap the labor and capital resources of the constant flow of newcomers to its labor force.[2]

Select the key idea:

a) The Far West states continue to be the most rapidly-growing region in the nation.
b) The population gain is more than twice as great as that of the rest of the nation.
c) The whole economic structure of the West continues to expand enormously.
d) This is necessary to serve the needs of the constant flow of newcomers.

PARAGRAPH 2

Most hunters have pet peeves. Jacob's pet peeve was that he detested the cat and all its wild cousins, such as the cougar, the panther, and the lynx. With unscientific zeal he threw the sneaky coyote into the same category. He stalked coyotes through the Blue Mountains of Oregon with a fanatical passion, but to no avail. They outsmarted him at every turn. He could never get them within shooting range to put a bullet through their pesky carcasses. "That's the cat of it," he would say.[3]

Select the sentence which is the "heart" of this paragraph:

a) Most hunters have pet peeves.
b) Jacob's pet peeve was that he detested the cat and all its wild cousins.
c) He stalked coyotes through the Blue Mountains of Oregon.
d) He could never get them in shooting range.

4

PARAGRAPH 3

Among engineers and plant operators there's a lot of talk about today's heavy oils—they're not what they used to be. Some of this is just old-fashioned griping, but we also find more than a grain of fact. Heavy oils *have* been made less easy to use. This is due to changes in refining methods. The newer methods aimed at improving yield and quality of gasoline, and light fuel oils have affected the by-product heavy oils and caused them to be less easy to use than the straight-run residuals of years past. So you see there is some substance back of all this talk.[4]

Select the sentence which completely and concisely sums up the information in this paragraph:

a) There's a lot of talk about today's heavy oils.
b) Some of this is just old-fashioned griping, but we also find more than a grain of fact.
c) Heavy oils *have* been made less easy to use.
d) So you see there is some substance back of all this talk.

GOAL: to skim whole articles for main ideas

In-class practice:

1. Distribute one copy of a My Turn article to each student.
2. Using preview techniques, student determines the topic of the article.
3. Student gets 1 minute to skim for main ideas.
4. Without looking at article, student writes a one- two sentence summary of the main ideas.
5. Share these with a partner or the whole class; no need to grade them.

Repeat drill often, using these or other magazine articles of approximately the same length.

5

Name _____ **ARTICLE SUMMARIES** RDC: _____

Slug	Article #	Main Idea - one sentence	Reaction

STEP II

GOAL: to narrow the topic toward a thesis and identify 5 - 10 articles for in-depth analysis

SKILL	PRODUCT	METHOD	TIMELINE	EVALUATION
1. Grouping articles into categories	Summary lists labeled with slugs	Books activity* (small groups, in class)	20 minutes	discussion
		Tips on grouping articles* - teacher	15 minutes	
2. Finding a unifying element as a basis for grouping	Class list of unifying elements for books and short stories	Short story activity* (small groups, in class)	30 minutes	discussion
3. Narrowing to 5 - 10 articles	Bibliography cards for 5 - 10 articles plus one card containing rationale for the selection	Tips on selecting articles* - teacher	15 minutes	
		alone, at home	three days	teacher grade

STEP II - 1 BOOKS ACTIVITY

1. Students form groups of 3 - 4.

2. Given a random set of 10 - 12 books, students must give each book a slug, then create various sub-groups by relating slugs.

3. This procedure is repeated several times to show that the same book may be part of several different sub-groups, and that the same book may have more than one slug, depending on the focus.

4. The goal is form a large number of sub-groups - Students should remain flexible with categories.

STEP II - 1 TIPS FOR STUDENTS ABOUT PUTTING SLUGS ON ARTICLES

1. If the article seems general or deals with several aspects of the topic, label it with the RDC name (Energy, Transportation)

2. Find short, easy to recall, topical slugs (solar power, synthetic fuels). Use the title sometimes as a source of the slug.

3. Several different slug words could be appropriately used for the same article. Don't worry if you have given an article a different slug than somebody else has.

STEP II - 2 SHORT STORIES ACTIVITY

1. Student form groups of 3 - 4.

2. Stories from the Integrity unit for the basis of this activity; the Integrity unit must precede this activity.

3. Briefly review story titles and plots on the board - whole class.

4. Students in small groups select three or four stories which have a unifying element with the general topic of Integrity. This can be repeated until several overlapping sub-groups are formed.

5. Class discussion will reveal the many unifying elements possible within a large group.

STEP II - 3 TIPS FOR STUDENTS WHEN CHOOSING 5 - 10 ARTICLES

1. Look first for those which interested you most (Check reactions on the summary list)

2. Find other articles with similar slugs or related by some other unifying element.

3. Select at least one more general article and perhaps one chart for variety, also a group of specific articles in your topic area.

SAMPLE BIBLIOGRAPHY CARD - Magazine article

(Do these cards exactly as you will enter them on the Bibliography page of your paper)

1 ← number in running list of your articles

Andover, Michael, "Energy From Plant Life," Popular Science, December 1981, Vol. 12, pp. 37 - 43.

E-34 ← number in RDC

SAMPLE BIBLIOGRAPHY CARD - Newspaper article

2

Bukro, Casey, "Nuclear Plant 'Jumpers" --Big Pay and Big Risks", Chicago Tribune, May 30, 1982, section 1, pp. 1 and 10.

E-23

STEP III

GOAL: to fully understand individual articles by analyzing them

SKILL	PRODUCT	METHOD	TIMELINE	EVALUATION
1. Distinguishing factual statements from opinions	Student-written lists of facts and opinions*	pairs of students in class	30 minutes	peer check
2. Determining author's purpose	purposes of articles written on backs of biblio. cards	lesson on purposes*	two classes	teacher check and grade
3. Determining methods of article organization	lesson worksheets, quiz*	lesson, samples and quiz on organization types*	two classes	teacher grade
4. Analyzing articles for purpose and organization and ideas	Analysis Sheets - one per article*	done at home	three nights	teacher grade

STEP III - 1 PAIRS ACTIVITY WRITING FACTS AND OPINIONS

1. Each student is given (or creates) a statement of opinion on a topic.

2. He writes this statement somewhere on a sheet of paper and surrounds it with four factual statements related to the topic.

3. Teacher checks informally during this process for accuracy.

4. Students exchange papers and find the opinion; also they can critique each other's papers for fact - opinion errors.

STEP III - 2 LESSON IN FINDING AUTHOR'S PURPOSE

COMMON PURPOSES:

1. inform
2. persuade
3. trace
4. explain
5. analyze
6. express an opinion
7. entertain

(These verbs can be used by students to indicate purposes of their articles.)

METHODS OF DETERMINING PURPOSE:

1. Check the title
2. Look at sub-heads
3. Note style -- word choice, sentence type, length
4. Read first and last paragraphs
5. Examine charts, pictures, diagrams
6. Look at the source for vested interest or expertise

SAMPLE PURPOSE: (as should appear on back of biblio card)

The purpose of this article is to explain the problem of ship delays in transporting U.S. coal to Europe and to present some solutions.

ARTICLE ANALYSIS SHEET

Information Pattern
(news article: inverted pyramid, question/answer, composite)

NAME _____ ARTICLE TITLE _____

RDC # _____

1. The purpose of this article is what?

2. Give the major facts of the article:

WHO?

WHAT?

WHERE?

WHEN?

WHY?

HOW?

ARTICLE ANALYSIS SHEET

Trace Pattern
(history or process -
chronological order)

NAME _____ ARTICLE TITLE _____

OUTLINE

RDC # ____

Article's Purpose: _____

_____

I. _____

A. _____

ARTICLE ANALYSIS SHEET Comparison Pattern

NAME _____ ARTICLE TITLE _____

RDC # _____

1. What is the purpose of this article?

2. In this article, what is being compared with what?

3. What are the bases for the comparison?

4. What conclusion(s) are reached in this article?

ARTICLE ANALYSIS SHEET Problem - Solution Pattern

NAME _____ ARTICLE TITLE _____

RDC # _____

1. What is the purpose of this article?

2. What problem is explained in this article?

3. What were the effects of the problem?

4. What were the causes of the problem?

5. What solution(s) does the article offer to solve this problem?

15

ARTICLE ANALYSIS SHEET Opinion-Reason Pattern

Name _____ Article title _____

RDC # _____

1. What is the purpose of this article?

2. Is the author for or against what topic?

3. What are his reasons for?

4. What are his reasons against?

5. Does anyone put forth a proposal in this article? _____

6. The proposal is

7. Does the article give advantages and disadvantages for this proposal? ___

8. The advantages are

9. The disadvantages are

10. What proof is given for 8 or 9?

16

STEP III - 3 OUTLINE THIS TRACE ARTICLE

A History of Transplants

Human Renewal

TRANSPLANTS began long before the birth of Christ. Hindu surgeons used "flap-grafts" of forehead skin to repair amputated noses in the B.C. era. Historians also believe they may have used free skin grafts, in which skin is completely removed from one part of the body and grown on another portion of the same body.

IN 1665 in London, Richard Lower cross-transfused blood between two dogs. Two years later he transfused the blood of a lamb into a man with apparent success. But not until 1818 was the first human-to-human blood transfusion believed to have been successfully performed. The first record of such a transfusion in the United States was dated 1832. During the early 1800s John Hunter, also in London, transplanted the spur of a rooster into a chicken's comb.

VEGETATIVE fusion was performed successfully as early as 1743, when scientists grafted one hydra to another. The hydra is a fresh-water polyp, a form of invertebrate, that grows as long as one-half inch. Experiments at the beginning of the Twentieth Century, now routine in high-school biology laboratories, proved that earthworms could be fused together and that extra limbs could be grafted to frogs.

DURING the first few years of this century, scientists made the first of two major advances in blood transfusion: blood typing. Once doctors learned the process of typing, blood transfusions became a practical therapeutic method. But not until 1937 was an efficient method of blood preservation, involving plasma, developed. Plasma came into routine use in World War II.

IN THE early 1920s successful kidney transplants from the same type of animal were under way in dogs. Scientists also transplanted the heart of a puppy into the neck of an adult dog. In Russia in 1911, scientists transplanted hearts in frogs. Early this month, Russians transplanted the head and forelegs of a puppy onto the lower neck of a four-year-old dog.

IN DECEMBER 1954 Dr. Joseph Murray at the Peter Bent Brigham Hospital in Boston performed the first enduring kidney transplant, placing a kidney from Ronald Herrick into his identical twin brother, Richard. Richard, then 23, died eight years later of a heart attack; Ronald is still living. Since 1954 more than 1,500 kidney transplants have been performed.

A LUNG transplant was successfully performed on a dog in 1950. The "auto-transplant"—meaning that the lung was taken out of the dog's body and then replaced in the same cavity—was considered a major breakthrough in vital-organ salvage. The first human-lung transplant was performed by Dr. James Hardy at the University of Mississippi's medical center in Jackson in June 1963. John Richard Russell, 58, an inmate at the state prison, lived 18 days after the transplant. An autopsy showed that death resulted from causes other than the transplant. In January 1964 a team of doctors headed by Dr. Hardy transplanted the heart of a chimpanzee into a 68-year-old man. The recipient lived 90 minutes.

IN 1963 the first liver transplants from man to man were performed in Denver and Boston. The patients died after durations of up to 22 days. Since July 1967 Dr. Thomas E. Starzl has performed five liver transplants at the University of Colorado's medical center. Three of the patients, all 2-year-old girls, have survived. They are in "fair" condition at the hospital.

THEN on Dec. 3, 1967, at Cape Town, South Africa, the world's first human-to-human heart transplant was performed. Dr. Christiaan Barnard transplanted the heart of a 25-year-old woman into Louis Washkansky. Mr. Washkansky, 53, died 18 days later of a lung infection. A month later Dr. Barnard transplanted the heart of a 24-year-old man into Dr. Philip Blaiberg, 58, a Cape Town dentist. Dr. Blaiberg is still living. Three other transplant recipients, all in the United States, have died.

Reprinted with permission from *The Des Moines Register*

BEST COPY AVAILABLE

STEP III - 3 PRACTICE DIAGRAMMING OR OUTLINING A TRACE ARTICLE

On the back of this sheet or on other paper, represent the steps in this article by words, lines or symbols.

A DAY IN THE LIFE OF A NERP

You might think it hard to be a nerp. After all, Mars seems like a tough place to live. It can get very hot in the day, and very, very cold at night. It is always very dry. But, if you're a nerp, you like it that way. Also, if you're a nerp, you think that looking like a two-foot tall dinner plate standing on long legs and with a little round ball of a head sticking out beneath is beautiful.

Nerps don't have voices for making sounds. The wind blows so hard on Mars that they wouldn't be heard. They "talk" by tapping and scraping on each other's backs with their claws. The nerp in this story is named Two-Taps-and-a-Scratch in the nerp language.

Two-Taps-and-a-Scratch sleeps in a hollow scooped out in the ground. Lots of nerps are all around. Each one has its own hollow. The hollows are close enough for neighbors to reach over and tap at each other. When our nerp wakes up in the morning, it lies on its back, stretches all ten of its claws up to the sun, and warms them. Then it gets up and goes off for a meal.

Nerps feed by brushing their claws through the sandy soil. The tips of their claws have a little magnetic patch that picks up bits of the nerp's favorite food, iron.

When the nerps are full they gather in groups and practice different ways to get at the iron contained in large rocks and boulders. Two-Taps-and-a-Scratch belongs to a group that is being taught by an older nerp. They are learning how to push one boulder down a hill so that it will hit another one and break it open. They try several times, but they keep missing the boulder at the bottom. Tow-Taps-and-a-Scratch gets upset and starts to cry. When a nerp cries, little flakes of rust fall from its head.

Finally, they manage to do it. The older nerp taps them on their backs to show its approval, and lets them go down to eat.

After they have eaten, they scoop out hollows and take a nap. Two-Taps-and-a-Scratch rolls over on his back to have a look at the sky before he goes to sleep. He catches sight of something falling from far above. As he watches, it falls swiftly and slams into the ground not far from their hollows. The crash shakes all the others awake. They rush over and discover what looks like a giant nerp. Only it is made of the most delicious looking kinds of metal. The nerps are overjoyed. For the rest of the day they work at taking it apart and eating as much as they want. There are some pieces of round glass that they don't like and they put them to one side. Some of the metal, a bright tasty kind of copper, is in long strands and wrapped in a bad tasting coating. They peel that off.

When they crawl into their hollows at night, all the nerps are happy. Two-Taps-and-a-Scratch hopes, just before falling asleep, that this will happen again.

STEP III - 3 PRACTICE IN IDENTIFYING KEY FACTS IN AN INFORMATIONAL ARTICLE

Read the article below and fill in the key facts:

Discover Rock Music Is Deafening Teens

GAINESVILLE, Fla., Jan. 12 (AP) — The pounding beat of hard rock bands are blasting the eardrums of the nations teenie-boppers into old age, a University of Florida researcher said today.

In front of the bandstand at a Gainesville club for teen-agers, his team found the noise measured 120 decibels — as loud as the Saturn 5 moon rocket measured from the press site at Cape Kennedy.

40 Feet Away

Dr. Kenneth C. Pollock said his associates at the audiology laboratory were 40 feet outside the club before the sound dropped below 90 decibels, which the American Medical association says is the threshhold above which damage is caused.

In 10 youngsters examined before and after a three-hour dance session, Pollock found temporary loss of hearing acuity ranging from 11½ decibels to 35 decibels. All had ringing in their ears.

"Thirty-five decibels means they hear normal conversation as a whisper, like stuffing your fingertips into your ears," Pollock said. "Even the most of the losses were mild, we consider them significant."

"It Embalms You"

One girl told the researcher why teens lik etheir music loud, Pollock explained: "She said, "It embalms you. It has to be that loud so that it gets inside you. Otherwise it isn't any good."

By the time they are 25 years old, the youngsters will have the problems of the aged as sounds of consonants become hard to hear.

"It's like elderly persons who complain, 'Everybody m u m-bles. Nobody talks plain anymore," Pollock said.

Associated Press

Who? _____ What? _____

Where? _____ When? _____

Why? _____

How? _____

BEST COPY AVAILABLE

STEP III - 3 PRACTICE IN DETERMINING OPINION AND REASONS
For each article, write down briefly, the opinion and the reasons for it.

Cut off Social Security to rich

I get Social Security but I don't think that I should get it for more than about five years unless I really need it. There is no way our government can afford to continue social security on its present basis. It seems to me the obvious way is to end it after a few years to those who don't need it. It was designed to supplement our savings not support us, not as extra dollars for the well-to-do. It is not for the sole expense of condos which are second homes to the affluent elderly made possible by a monthly government check. This is ridiculous. The individual gets back his Social Security in less than two years, and the employers share in another two. I would suggest that we all get it for, say, five years to get back what has been put in and after that only those under some certain arbitrary figure receive it.

OPINION: _____

REASONS:

_____

_____

_____

_____

_____

_____

_____

Working mother responds

I would like to refer to the closing statement in Julius Dusche's column in last Sunday's *Democrat and Chronicle*, where he refers to the catch as catch can raising of children by working mothers. As a working mother, as many of my female co-workers who are also working mothers, I have not joined the work force to get out of the house or to get away from our children. In these times it is a must for many women to work. My husband is a teacher in a rural community not far from Rochester. Contrary to opinions that teachers are overpaid, his salary alone could not support our family, even on a most modest scale. Therefore, I must work. Not an hour of the day goes by when I am not thinking of how my little one is faring at the day-care facility, but it is our way of life by necessity not choice. My only recourse is to devote as much of my evening and weekend to her as I can. Hopefully, this quality time will make up for the quantity time that we are not able to enjoy.

OPINION: _____

_____

REASONS:

_____

_____

_____

Tempted to buy Japanese car

If American industry would start building cars right, people would not be buying foreign cars. They're building them like junk and they're not taking their time. I have an American car and I'm tempted to buy a Toyota because I've had nothing but trouble with it. And these dealers don't even know what they're talking about half the time because they're not trained right to fix these cars.

OPINION: _____

_____

REASONS:

_____

_____

_____

BEST COPY AVAILABLE

STEP III - 3: PRACTICE IN LOCATING OPINIONS AND REASONS - Find both in this article.

A Black Candidate in '84?

MY TURN/HAMILTON JORDAN

Chills ran down the political spines of many whites and more than a few blacks when a national poll revealed that the Rev. Jesse Jackson is running third behind Walter Mondale and John Glenn in the early Democratic presidential sweepstakes. The reaction of party leaders was schizophrenic—they were publicly thrilled at the potential benefit of increased black-voter registration, while worrying privately that a black candidate would fragment and polarize the party.

You can't contemplate the notion of a black presidential candidate without focusing ultimately on Jesse Jackson. The fact that other black leaders are not fighting among themselves to be "the black candidate" reflects not only their own mixed emotions about such an effort but also the degree to which Jackson has already preempted the field. For having seen the potential of a black candidacy and seized the opportunity, Jesse Jackson today *is* the black presidential candidate.

Novelty: Jackson resents the use of the term "black candidate," effectively countering that the pundits never refer to "white Mondale" or "white Glenn." Just the fact that he is referred to as "the black candidate" reinforces his belief that the only way for Americans ever seriously to consider a black person for president is for them to become accustomed to blacks seeking the nation's highest office. But Jackson cannot have it both ways. He is a political force only because of his popularity among black voters (the overwhelming majority of Jackson's support in the national poll came from black Americans). Some day a black, a Hispanic or a woman will seek the presidency and be perceived as simply a candidate who happens to be black, Hispanic or female. But before that enlightened day, the novelty of such a campaign will have to be assimilated by the media, the political elite and, most important, by the voters. Although Jackson's intention is to build a coalition of many groups, the fact is that in 1984 the term "black candidate" is by definition self-limiting, and his campaign will ultimately be that of a black person appealing to black voters. Unfortunately, the color of his skin is both his strength and his limitation.

During this summer the euphoria over Jackson's strong showing in the polls will wane as he has to contemplate the long and exhausting process of mounting a national campaign. And his opponent will not be Ronald Reagan, Bernard Epton or Frank Rizzo. He will be competing against Walter Mondale, John Glenn, Gary Hart and others who have solid records on issues of crucial concern to black America.

A Broker? Jackson's appeal is that he could garner a bloc of delegates in each state and arrive at the Democratic National Convention in a position to be a powerful broker in the selection of the nominee and the platform. But what are the chances of that happening? Slim. There is talk every four years of brokered conventions, but the fact is that at every presidential convention of the last 30 years one candidate arrived with the lead in delegates and went on to receive the nomination. The primary process works to narrow the presidential field quickly, producing a few early winners and many losers who are unable to raise the funds to continue. Then, with only a handful of viable candidates left, one candidate has time to gain a clear majority before the convention.

Nonetheless, the strong emotional attraction of the Jackson candidacy will probably freeze most black voters into a pro-Jackson or neutral position until the primaries and caucuses begin. If Jackson does well in the early contests in Iowa and New Hampshire (where the black vote is tiny), his candidacy could receive a huge vote in the third week when more than eight Southern states with large black populations select delegates. But if he runs fifth or sixth in Iowa and New Hampshire, his candidacy will be seen as one-dimensional and limited, and black leaders and voters will have to consider carefully whether they want to vote for a possible broker for their interests or, instead, for a powerful and sympathetic candidate who might become president.

> If Jesse Jackson enters the race, he must bear responsibility for the consequences of his running.

I recently saw both the potential and the limits of a black candidacy when I appeared on the Phil Donahue Show with Jackson to discuss the subject. The black members of the audience responded with pride and passion as he talked about the "necessity" of a black candidate. "It makes no sense to wait," Jackson argued. "If a black candidate runs, we may lose, but if we don't run a black candidate, it is certain that we will lose." The emotions raised among the blacks in the audience were matched only by the quiet resentment of the whites.

Stakes: Should there be a black candidate in 1984? That critical question will have to be answered by black voters, black leaders and finally by Jesse Jackson himself; but the stakes for his party and the country are high. If he runs, Jackson must bear some responsibility for the consequences of his candidacy. He will have to measure the considerable benefits of paving the way for future presidential candidates, increased black participation in the electoral process and the possibility of being a broker at the Democratic convention against the enormous risk that he will arrive at the convention to find the Democratic nominee already selected—without the support of black America.

Jordan was President Jimmy Carter's chief of staff; he writes and lectures.

BEST COPY AVAILABLE

STEP III - 3: PRACTICE IN LOCATING THE PROBLEM AND SOLUTION IN AN ARTICLE. Answer these questions:

Banning Sonic Booms

Senator Clifford Case introduced an important little bill the other day to ban sonic booms by aircraft flying over the United States pending further study of their effects. While technical and budgetary difficulties have slowed development of an American supersonic aircraft, the British and French are progressing with their joint-venture model. It is important to have some protection on the law books before the booms come crashing down on the nation's ears.

Sonic booms are conceded to be highly disruptive sounds, more annoying to some people than to others. They follow an aircraft as waves follow an ocean steamer, in a wide, rippling wake. Continuing tests reveal that booms might crack plaster, break windows and have harmful effects on people with certain physical ailments. Extensive testing in Oklahoma City some years ago showed that a significant portion of the population could not tolerate multiple booms.

Developers of the American S.S.T. say they "assume" it will fly at supersonic speed only over water but this is too important an issue to be left to anyone's assumption. Senator Case's bill deserves public hearings and positive Congressional action.

© 1968 by the New York Times Company. Reprinted by permission

1. What is the problem mentioned in this article?

2. What have been the effects of the problem?

3. What caused the problem?

4. What solution is being discussed?

BEST COPY AVAILABLE

STEP III - 3 PRACTICE IN FINDING IDEAS IN COMPARISON ARTICLES

Answer the questions following each paragraph:

> . . . In their native land Scots and Africans were members of closely knit groups. The Scots lived in clans, which were large family groups. The members of the clan all owned the land together and shared the harvest. They elected their own leader, and each clan had its own plaid (colorful design) which stood for the clan. The Africans also lived in family groups called tribes. Each member of the tribe shared the work and received a fair share of the food and clothing. The position of chief was handed down from father to oldest son. Both peoples did not like to be ruled by others, and both lived off the land, depending on farming and the raising of animals for their living. Scots and Africans led somewhat similar lives in their homelands.

1. What two things are being compared?
2. What is the basis for the comparison?
3. What conclusion does the author reach?

> Most trees can be divided into two different groups. **Evergreens** were so named because they remain green all winter. They do not shed their old foliage until they have grown new leaves. Many evergreens keep their leaves for several years. Some evergreens, such as cone-bearing trees, have needle-shaped leaves. Others, usually found in warm climates, have broad leaves. Some evergreen trees are pines, hemlocks, firs, and spruces. **Deciduous** is the name for any tree that loses its leaves at a certain time each year and later grows new leaves. Before the leaves die some of the food is drawn back into the twigs and branches to keep the tree alive until it grows new leaves. Deciduous trees usually have broad leaves. Some such trees are oak, maple, and birch. Many deciduous and evergreen trees have strong trunks. Both are used for lumber. Evergreen trees remain beautiful all winter, whereas the deciduous trees provide exciting color in the autumn. Evergreen and deciduous are the two main types of trees.

1. What two things are being compared?
2. What is the author's basis for comparison?
3. What conclusion does the author reach?

QUIZ: Identifying organizational styles

NAME_____

Directions: After each paragraph, write the name of the organizational pattern or style and explain how how arrived at your decision.

STYLES: TRACE - chronological order
INFORMATIONAL - news, factual
OPINION - REASON
PROBLEM - SOLUTION
COMPARISON

Air pollution, caused by our present way of life, has serious effects. More and more people today own cars. Exhaust fumes from engines put over 100 million tons of pollutants into the air every year. Another cause of air pollution is the smoke from industry. Factories, power plants, and furnaces send over fifty-eight million tons of pollutants into the air. This burning of waste often causes pollution that can be seen — thick, black smoke. Damage to livestock and crops amounts to $500 million every year. Many doctors feel that breathing in air pollutants causes cancer and a disease called emphysema. Metals, concrete, rubber, limestone, roofing, and even nylon stockings are ruined faster because of air pollution. Steel surfaces, for example, may wear away as much as thirty times faster in a city with polluted air than in a country area with little pollution. Humans are destroying themselves and their environment by getting rid of their waste carelessly.

Style: _____

Proof: _____

_____

_____

. Children who lived in the 1800's would never have believed that world news could travel as quickly as it does today! Long ago, newspapers were often several months old by the time they reached a community. Letters were carried by travelers who happened to be going in the right direction. They were often received months after they were sent, or not at all. Today radio, television, and newspapers bring us news almost as soon as it happens. Airmail letters arrive in China, Egypt, and other countries in a few days. It is hard to believe that such changes have taken place in less than one hundred years.

Style: _____

Proof: _____

_____

_____

24

Banff National Park, in the Southwestern part of Alberta, Canada, has numerous activities for its many summer visitors. Those who really enjoy that rugged outdoor life can climb high mountains or explore deep canyons. There are miles of trails for hiking and horseback riding. The lakes and streams are filled with fish and attract fishermen. The park has many interesting animals living in it, but no hunting is allowed. From an automobile the visitor may see beautiful scenery. Banff National Park is an exciting tourist attraction.

Style: _____

Proof: _____

_____

_____

In Antarctica live two very different Penguins, the Emperor and the Adelie. The Adelie penguin is tiny in comparison with the Emperor. He is only fifteen inches high and weighs from 6 to 15 pounds, compared to the four foot, eighty pound Emperor. This smaller bird is not nearly so beautifully marked. He is black with a white breast. The legs of the Adelie are much longer than those of the larger penguin and help him get around in a more lively fashion. He is bolder, much more curious, and more playful. The Emperor, on the other hand, is dignified and serious. An Emperor looks quite ashamed when he stumbles on ice, but an Adelie squawks and grumbles and rushes on his way. There are differences, too, in breeding habits. The Adelie breeds in the summer, laying her eggs in a little nest of tiny stones. The Emperor breeds in winter and produces one egg per season. This egg is not put in a nest. Each parent takes turns holding it. Each places the egg on its feet with the point of the egg against a bare spot on the lower stomach. Although members of the same family, these antarctic inhabitants are different in appearance, actions, and habits.

Style: _____

Proof: _____

_____

_____

Read each paragraph carefully. Below each paragraph write the name of the paragraph style and prove your answer.

. In polar regions and in very high mountains, not all of the snow that falls during the winter melts and runs off when summer comes. Over a period of years, this unmelted snow gets deeper and deeper. Naturally, the snow near the bottom is packed down very hard by the weight of all the snow above it. The pressure gradually changes it from snow into a special kind of ice called glacial ice. Eventually, it becomes just as hard and solid as ordinary ice. When a rather deep amount of such ice extends over a large area, a glacier has been formed.

Style: _____

Proof: _____

_____

_____

_____

. Now that the world is facing a possible oil shortage, people must understand the differences between renewable and non-renewable resources. A non-renewable resource, such as oil, will never be replenished. Once we have used up all our oil sources, we will be without this important source of fuel. When we consider that oil is used for heating most homes, driving our cars, trucks, and planes, and generating our electric plants, we realize we must begin to use this resource more carefully. Wood, on the other hand, is a renewable resource. If we carefully replant our forests and countrysides, we will always have wood for housing and paper. However, if we are not cautious in our use of wood, (if, for example, we used only wood for fuel) we will soon discover that we are using our wood at a faster rate than it is growing back. Although there is a major difference between renewable and non-renewable resources, they must both be used wisely.

Style: _____

Proof: _____

_____

_____

_____

STEP IV

GOAL: to create a proposal and examine consequences in terms of areas of conern

SKILL	PRODUCT	METHOD	TIMELINE	EVALUATION
1. Creating a proposal that relates to several articles	Proposal Sheet*	homework	one night	teacher check
2. Examining consequences of the proposal in several areas of concern	PROPOSAL SHEET	form and directions* lesson to define areas of concern* in class and home	3 days	teacher grade
3. Prioritizing the consequences	Proposal Sheet	form and directions	20 minutes	teacher check

STEP IV - 1,2,3 DIRECTIONS FOR USING THE PROPOSAL SHEET

1. Consider all your articles and their analysis sheets. Create a proposal which you clearly understand, that relates to the points of view contained in at least some of the articles.

SAMPLES: If 50% of the homes in the U.S. were heated with solar power,

If coal were to become again the number one fuel in America,

2. Enter your proposal in the appropriate spots on the PROPOSAL SHEET.

3. Consider your proposal in terms of the areas of concern listed at the top of the form. At least think about the proposal with every area.

Teacher lesson to define these areas of concern:

ECONOMIC: related to money, employment, the stock market, earnings/ salary
FREEDOM: related to privacy, human rights, the Bill of Rights, free choice
HEALTH-SAFETY: related to personal and national safety, ecology, pollution, medicine, FDA
LEGAL: related to any laws or legal concerns
MORAL: related to both personal and societal ethics and accepted views of right and wrong
AESTHETIC: related to beauty, good taste, culture

4. Within each area of concern, check the articles for sources which may have suggested or stated good or bad consequences of a proposal like yours. (could be the author, an expert, a committee, etc.)

5. Fill in relevant areas of concern and any good or bad consequences found in any of the articles. Code them with RDC #. and source name.

6. When you have exhausted the articles of arguments for or against your proposal, fill in any blanks you can (but not necessarily ALL) with your OWN IDEAS of consequences and label the source, SELF.

7. In the priority column, use a code (+ or -, numbers) to indicate the relative strength of the arguments. Consider not only the argument, but the source (vested interest, expertise).

PROPOSAL SHEET
Areas of Concern: ECONOMIC, FREEDOM, HEALTH-SAFETY, LEGAL, MORAL, AESTHETIC

NAME _____

Area of Concern	If _____ These Bad Things Would Happen	Priority
	Source RDC# ___	
	Source RDC# ___	
	Source RDC# ___	
	Source RDC# ___	
	Source RDC# ___	

If _____ These Good Things Would Happen	Priority
Source RDC# ___	
Source RDC# ___	
Source RDC# ___	
Source RDC# ___	
Source RDC# ___	

29

BEST COPY AVAILABLE

STEP V

GOAL: to create a thesis for a researched persuasive essay

SKILL	PRODUCT	METHOD	TIMELINE	EVALUATION
1. Writing an opinion statement (thesis) which reflects the results of Proposal Sheet analysis	a thesis statement	Tips on thesis creation*	one class	teacher check

STEP V - 1 TIPS ON THESIS CREATION

1. Carefully study your prioritized PROPOSAL SHEET for areas on which to focus a thesis statement. Most theses will be closely related to the proposal you made earlier.

2. You do not have to include all the consequences you identified on the Proposal Sheet. Cross out lightly those you wish to omit.

3. Decide whether to emphasize the areas of concern in which your proposal seems strongly relevant or to emphasize the good consequences (pros) over the bad consequences (cons) within several areas of concern.

4. Design a statement which reflects exactly what you want your paper to prove and for which you feel you have support.

A. Avoid negative (not) statements
B. Be specific

SAMPLE: Heating up to half the homes in America with solar power has more economic advantages than disadvantages, despite a few legal problems.

5. ACTIVITY IN PAIRS TO TEST THE THESIS STATEMENTS:

1. Write your thesis statement at the top of a sheet of paper.

2. Under the thesis, list the purposes of each article you used to help formulate the thesis. These are found on the backs of your bibliography cards.

3. Trade these papers with another student., who will carefully examine them to determine that the main purposes of the articles do support or prove the thesis.

4. Make modifications in thesis or sources if necessary.

STEP VI

GOAL: to take notes on cards for use in the researched, persuasive essay

SKILL	PRODUCT	METHOD	TIMELINE	EVALUATION
1. Extracting data from narrative and recording it on note cards	fact cards	lesson, samples, practice* (in class, home)	one class	teacher grade
		note-taking on own articles (home)	2 days	teacher grade
2. Interpreting charts and graphs and recording conclusions on summary cards	summary cards	lesson, samples, practice* (in class)	½ class	teacher check
		note-taking on own graphs (in class)	½ class	teacher check

STEP VI - 1 TIPS ON NOTE-TAKING

1. Locate on Proposal Sheet those ideas which could benefit from factual support data.

2. Return to your articles with note cards to find this data.

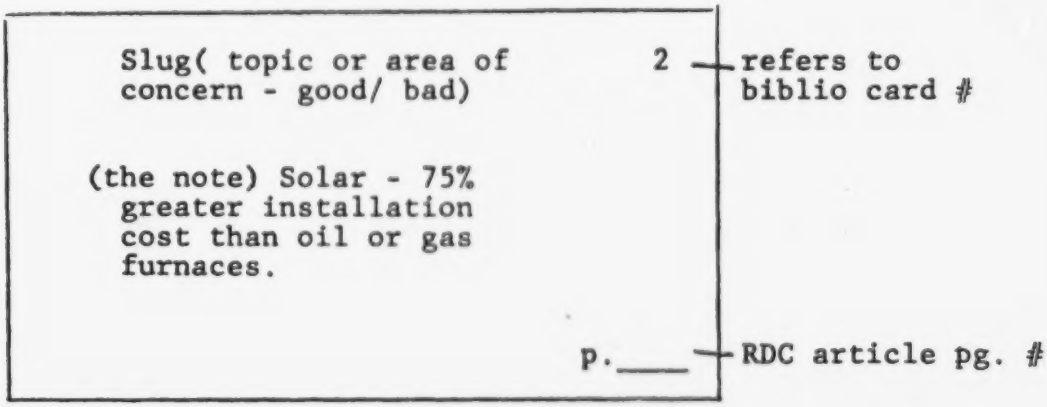
TYPES OF DATA TO PUT ON CARDS:

numbers, dates
statistics
names of people, places
sketchy facts
lists
brief outlines of events
occasionally, direct quote , if you intend to use it in your paper.

3. When putting notes onto cards, use no complete sentences (except for direct quotes). List by word or phrase.

4. Keep one set of data per card. Write on fronts of cards only.

5. Cards should be coded exactly as per this sample:


Slug(topic or area of concern - good/ bad)
2
refers to biblio card #
(the note) Solar - 75% greater installation cost than oil or gas furnaces.
p.____
RDC article pg. #

STEP VI - 1 PRACTICE ACTIVITY ON NOTE-TAKING

Article --

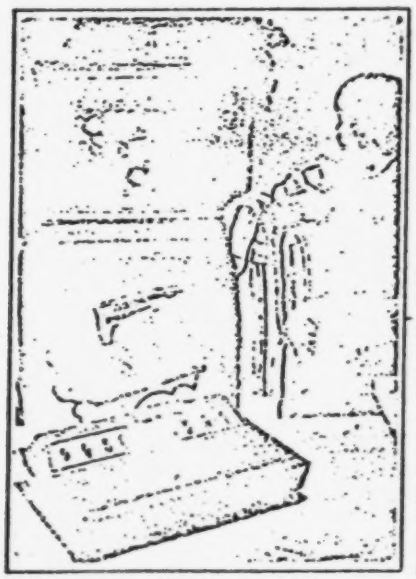
Biblio card - #3

Alien Creatures in the Home

As anyone who has watched the gogglebox over the past six months knows, the television networks sold almighty quantities of advertising time to the makers of home video games. During the pre-Christmas buying frenzy, George Plimpton and that anonymous smug kid argued between halves of everything except the disarmament talks over whether the viewer should spend his last dollar on Atari or Intellivision. The commercial blitz paid off for all of the home console manufacturers. Mattel shipped more than 600,000 Intellivision units, a 300% rise from 1980. And Atari's Chairman, Raymond E. Kassar, said sales were "a magnitude beyond" earlier figures. Said he: "We all go to bed dreaming we'll have the kind of Christmas sell-through that we had this year." This triumph of TV adsmanship seems at first hoot almost suicidal for the networks: for every one of the games that is in play, one television set, to which it must be hooked, is unavailable to receive *General Hospital, The Dukes of Hazzard*, and much needed information about what kind of snow tire and no-qual beer to choose. Has the tube at last succeeded in strangling itself?

Or do the network ponderosos know something? Are the home video games really not that good?

The view here, meticulously opinionated and scrupulously unscientific, is that the home game systems and the cartridges that plug into them range from fairly good to fairly disappointing. None is within a light-year of the best arcade games in color, sound or action. Manufacturers seem to be aware of these shortcomings: add-on voice simulators and cartridges to work them are on the way, and Atari promises a $349 unit that will give its console powerful additional circuitry.



Young gamesman battles Atari at home

Three firms now dominate the console market. None of them accepts game cartridges made for the other two. Magnavox's Odyssey 2 costs about $200 for the basic console and $15 to $50 for cartridges. It has good joystick controls, but otherwise is not very satisfactory. The console incorporates a typewriter keyboard, but not much use is made of it in the game cartridges. Graphics seem perfunctory, and the games generally are too shallow to interest adults. Dynasty, a promising maze puzzle based on the Chinese game Go, is too easy to be interesting. Crypto-logic is a not-very-mystifying letter substitution code. Alien Invaders—Plus shows one imaginative quirk, a tiny figure that flees in terror when its fortress is destroyed, but otherwise is an uninspired copy of Space Invaders.

The brightest and most imaginative graphics and sound effects in the industry are Intellivision's. The most rousing sight in home video is the between-innings sequence of Intellivision's Baseball, in which, to the sound of cheers, one team trots in to the bench and the other sprints out to the field. The game soon becomes tedious, however, partly because of awkward hand controls (which hamper a good skiing cartridge) and partly because not enough of baseball's delightful complications are programmed in. It is not possible to catch a fly ball. A Poker and Blackjack cassette is fun to see once, but poor in concept, since neither game works unless money is at stake. Intellivision always puts on a handsome show, but a random sample shows that it has not yet learned to play a really good game.

Atari's hand controls, too, are poor for a console that costs $150. Cartridges are $18 to $38. But they raise blisters on both adults and teen-agers, and that does not happen unless a game is fascinating. Atari has good simplifications of Space Invaders and Asteroids, and a good Missile Command.

A firm called Acti-Vision makes $20 cartridges that fit Atari's console, and will soon make them for Intellivision. Acti-Vision's Laser Blast is a good fast-reflex game in which the player himself is the space invader. Its Tennis has a couple of good illusions—the ball bounces realistically on the court—but no effective simulation of hitting the ball, and no distinction between serves and ground strokes. Take too many cartridges for all three systems, Tennis is likely to be played twice and forgotten.

34

67

BEST COPY AVAILABLE

STEP VI - 1 SAMPLE NOTE CARDS ON "Alien Creatures in the Home"

Economic - good 3

Odyssey 2 -
$200 basic
$15 - 50 cartridges
joystick; typewriter
board

p. 67

Aesthetic - good 3

Intellivision baseball-
clever graphics
team to bench
sound of cheers

p. 67

Students can see this article and cards as a model, can write more cards from this article or from other articles. Another article on video games in included on the next page if you wish to use it as practice.

STEP VI: ARTICLE FOR NOTE-TAKING PRACTICE

Beating the Game Game

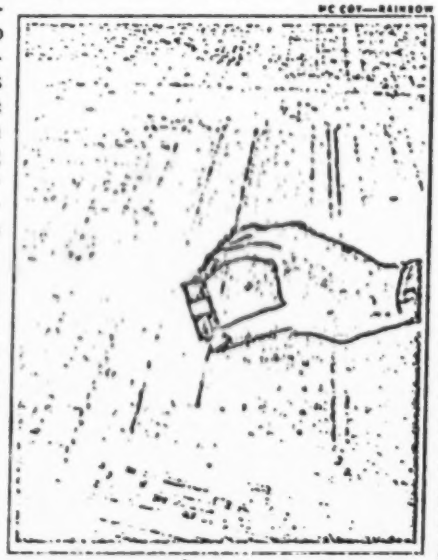
Of the hundreds of video games introduced each year, most flop utterly, as if their screens and chips gave out algebra rays or tax-audit emanations. A few do moderately well. And once every year or so a new game jumps into the public's lap and licks its face, and proves so endearing that money in unbelievable abundance falls on the heads of its fortunate makers. It is very hard to predict which game will be a lap jumper. Robert Mullane, president of Bally, admits that he was not impressed with his first view of Pac Man, the company's most successful game. "Who plays a maze game?" he remembers thinking.

To assist in divination, game companies bring in packs of sockless teen-agers to play prototypes, and hire as consultants professors of almost anything—engineering, psychology, computer science, possibly even medieval French literature. At Bally, three teams of about 25 engineers, artists, computer programmers and game developers work on translating ideas into intricate microchip circuitry. One project started three years ago in Bally's Midway division as a black-and-white game called Catch 40. A little man ran back and forth trying to catch falling objects on his head. As the game progressed, the objects fell faster and faster. Early tests showed that the game grew too difficult too quickly—the objects fell so fast no one could catch them. "You were arbitrarily deprived of playing," said Martin Keane, Bally's director of technology. "In the ideal situation, the player feels it's his own fault that he lost." So Catch 40 lay on the shelf for two years.

"We went dry for ideas," says John Pasierb, Midway's chief electrical engineer. They needed to give the little man, who had evolved into a clown on a unicycle, another weapon to help him deal with the falling balloons. Hank Ross, one of Midway's founders, got the idea of letting the clown retrieve missed balls by kicking them back into the air. It was decided that on the easy first "rack," or skill level (some games have as many as 20 racks), the clown would get rid of balloons by popping them with a spike on his hat. But on the second level, the balloons would pile up on his head, so that successive balloons would have a shorter distance to fall from the top of the screen, and the clown would have to pedal faster to get to them. To identify racks as the game progressed, additional falling objects were introduced—flowers, hats and beach balls. While the pedaling clown was catching or kicking these, it was decided there should be occasional hazards too: some of the thrown objects could be anvils that he would have to avoid. Scratch that, said someone; you cannot throw anvils. So eventually, bombs were substituted. (In the violent idiom of video games, this makes perfect sense.)

Hank Ross had another idea that everyone hoped would give the game a last, irresistible quirk of personality. This is known in the business as "the tweak." He proposed having Bally's enormously popular Pac Man, a dot-gobbling yellow disc, help the player by eating balloons on the clown's head. And so it came to pass, and a sneak preview was held at a local arcade. The results, after all of this R. & D., were disastrous. The game, renamed Kick, took too long to play, and thus took in too few quarters. To remedy this, the rate of fall of the balloons was slightly speeded up.

Some time early this year, after further tinkering with the game, Kick will be shipped to distributors and then will appear in the arcades. Bally's development people think it is fun, but right now, no one has any idea whether it will be a lap jumper or a puddle maker. "This is the most democratic business in the world," says Mount Prospect, Ill., Arcade Owner Bill Herman. "You get a ballot box, and people vote with their quarters."



Atari chip, against part of its circuitry

TIME, JANUARY 18, 1982

BEST COPY AVAILABLE

STEP VI - 2 WRITING SUMMARY CARDS FROM CHARTS OR GRAPHS

1. Analyze the chart or graph and draw some conclusions that relate to your thesis.

2. Write summary cards that code to the chart, but contain only your own conclusions or generalizations.

3. SAMPLE: the chart:

SUPPLY SIDE OF YEAR 2000

Energy Supply	Percent of 80-Quad Energy Supply	
	1980	2000
Nonrenewables		
Coal	20%	28%
Domestic Oil	26	16
Imported Oil	18	4
Natural Gas	25	19
Nuclear	4	8
Solar Renewables		
Biomass	3	11
Low-Temperature Collectors	–	3
Medium-Temperature Collectors	–	2
Hydropower	4	5
Windpower	–	3
Photovoltaics	–	1
Total	100%	100%

the summary card:

Chart 6 refers to biblio card #

1. Solar renewables will become much more prevalent (7% - 25%) as part of our energy supply by 2000 AD.

2. Oil and natural gas will decrease in use by 2000 AD.

3. Coal will still be the largest single source of energy (28%), with solar renewables second (25%).

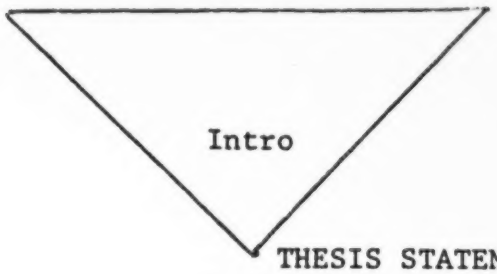
p. 98

STEP VII

GOAL: to organize and outline a researched persuasive essay

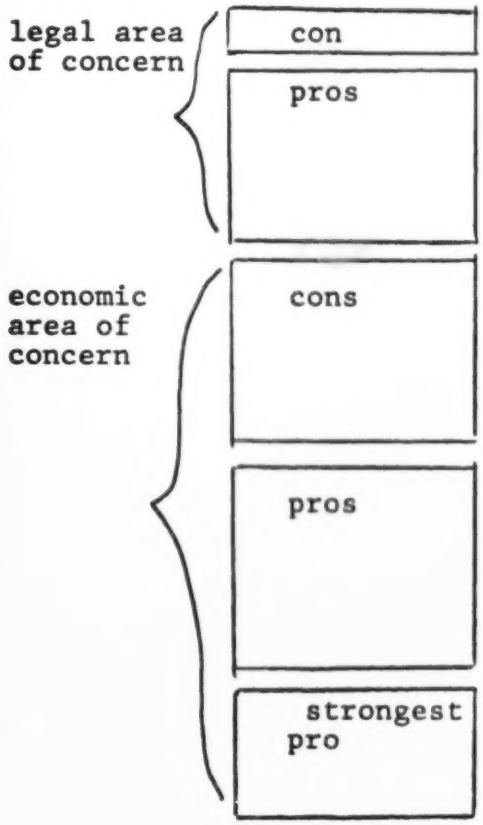
SKILL	PRODUCT	METHOD	TIMELINE	EVALUATION
1. Choosing an organizational pattern which best fits a given thesis	labeled Proposal Sheet	samples and lesson on basic methods of essay organization*	lesson - 20 minutes student decision- at home	peer and teacher check
2. Writing a topical outline for a persuasive essay	outline of student paper	lesson, samples of outlines*	lesson - 15 minutes outline - 1 - 2 nights	peer check and teacher grade

STEP VII - 1 ESSAY: Chart of two organizational methods using the Proposal Sheet/ Areas of Concern

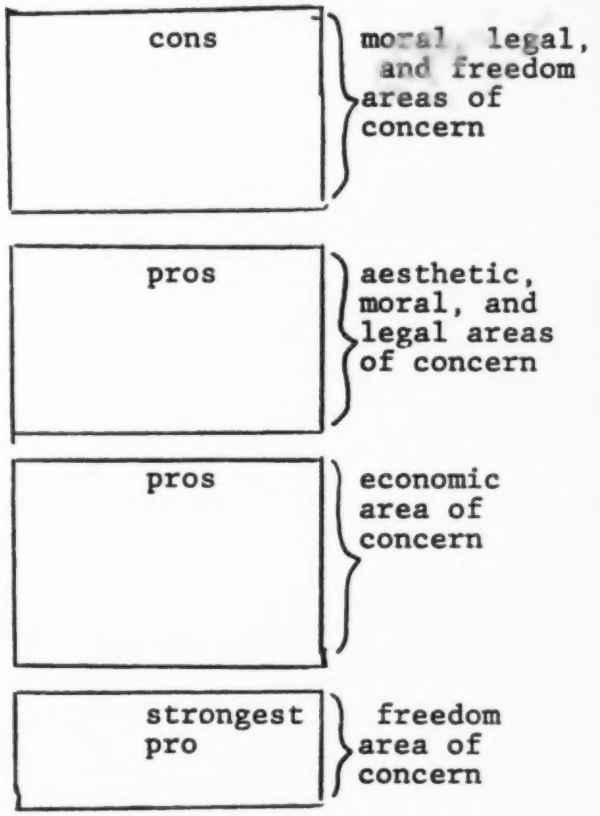


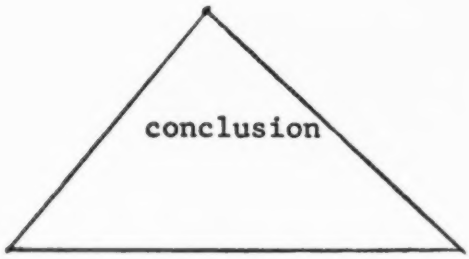
THESIS STATEMENT

Method A - by area of concern



Method B - by pros and cons





39

STEP VII -2 TIPS ON ORGANIZING AN OUTLINE FROM THE PROPOSAL SHEET AND NOTE CARDS

1. Once you have determined the organizational pattern of the paper, you must decide on the order in which to put your specific points. Use the Proposal Sheet for this.

2. Cross out any arguments you do not intend to use in your paper.

3. Group the rest into categories by labeling, starring the strongest points so they can be included last in the outline.

4. Stack fact and summary cards in piles by slugs, which refer to specific spots in the Proposal Sheet.

5. Write a topical outline from the sheet and cards, as shown in the sample on the next page.

STEP VII - 2 SAMPLE TOPICAL OUTLINE FOR AN ESSAY
including source initials

THESIS: Rationing is an effective solution to gasoline shortages in a peacetime economy.

OUTLINE

Introduction

I. Coupons—distribution of
  A. To every citizen, driver or not
    1. Each person gets little gas (H. W.)
    2. Coupons sold by nondrivers to drivers (H. W.)
  B. To every car owner
    1. Problem of one-car versus multicar families (B. J.)
    2. Problem of owners holding on to junk cars to get extra coupons (B. J.)
    3. Problem of different cars' mileage per gallon (R. T.)
    4. Problem of different distances to work, shopping, hospitals, etc. (R. T.)
  C. To drivers on basis of need
    1. Determined by income level? (J. A.)
    2. Determined by profession? (J. A.)
    3. Able to be regulated efficiently? (J. A.)

II. GR—WW II—cfs.
  A. Pro
    1. WW II rationing successful (D. W.)
    2. Protected gas supply of vital industries (F .J.)
  B. Con
    1. Patriotic reason to cooperate lacking in peacetime (H. W.)
    2. Defense versus civilian use as basis for distribution no longer applies (H. W.)

III. Price
  A. Up
    1. Determined by conditions outside U.S. (R. S.)
    2. Determined by need to pay higher costs of alternate sources of oil (T. L.)
  B. Down
    1. Supply not exceeded by demand under compulsory rationing (F. J.)
    2. Pressure on refineries reduced (W. T.)

IV. GR—crime
  A. Increase as direct result of GR
    1. Black market created as in Prohibition era (F. J.)
    2. More temptation for private citizens to steal from others' tanks (R. S.)
  B. No increase as direct result of GR
    1. Make coupons legally transferable (F. J.)
    2. Enforce fair distribution with severe penalties (R. S.)

Conclusion

STEP VIII

GOAL: to write a rough draft from an outline

SKILL	PRODUCT	METHOD	TIMELINE	EVALUATION
1. Writing an introduction to an essay	introduction paragraph	review lesson on essay introductions: content and structure*	lesson - ½ class student intros- ½ class or home	teacher grade
2. Writing a rough draft, including transition and expansion with examples	rough draft	review lesson on rough drafts: style, expansion, transition*	lesson - 1 class student drafts - 2 -3 days	teacher check
3. Footnoting a rough draft, using a footnote page	rough draft, footnoted	lesson on what and how to footnote*	lesson - ½ class student footnotes- ½ class plus home	teacher check
4. Writing a conclusion	conclusion paragraph	lesson on conclusions*	20 minutes	teacher check

STEP VIII - 1 REVIEW OF THE INTRODUCTION TO AN ESSAY

1. PURPOSES:

* to introduce the topic of the paper
* to interest the reader and get him thinking about the topic
* to come to the point (thesis)

2. POSSIBLE KINDS OF OPENING STATEMENTS:

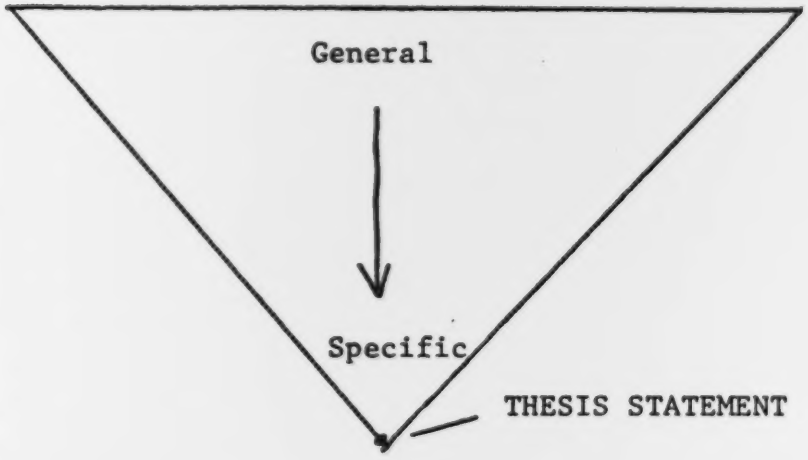
1. general statements of fact about the topic (historical, personal, statistical, narrative)
2. a direct quote
3. a contrast statement
4. a startling statement
5. a question (use rarely)

3. HINTS: Don't be cute or too startling. The rest of the paper probably can't support that tone and the reader will feel let down.

Introductions for a long essay need to be 5 or more sentences. Plan on drawing from your own knowledge, avoiding points to be made later in the paper.

When beginnning an introduction, RELAX -- let the words flow.

STRUCTURE OF THE INTRODUCTION PARAGRAPH



STEP VIII - 2 TIPS ON WRITING A ROUGH DRAFT

1. Use the following tools for these purposes when writing the rough draft of a researched essay:

TOOL	PURPOSE
Outline	Order
Proposal Sheet	General ideas
Note cards	Details, facts, and footnotes
Your own mind	Expansion with personal examples, explanations, clarifications, inferences, summaries, transitions

2. CONCERNING LOGIC AND PERSUASION:

A. Deal with cons fairly, but always indicate that the con is not your view.

B. Set up a con, then tear it down, if possible.

C. Always devote more space to pros than cons.

D. The strongest spot in a persuasive paper is last.

3. CONCERNING TRANSITION:

Between major sections (outline main divisions) of your paper, you must pay special attention to the transition sentence. This sentence or two begins the first paragraph of the new section. It has two functions:

1. It previews what is to come.
2. It hooks to what has just ended.

DIAGRAM OF A TRANSITION SENTENCE:

EXAMPLES OF TRANSITION SENTENCES:
1. Although air pollution is a serious problem caused by burning coal, the use of coal has several benefits that outweigh this one drawback.

2. It would seem that from an economic standpoint, solar power is not very feasible. However, when we look at solar power's health and safety benefits, it looks more attractive as an energy source.

(Students can practice writing transition sentences by going through their own papers and finding major division spots. In pairs, they can help each other create transitions.) 44

STEP VIII - 3 INFORMATION ON FOOTNOTING

1. Purposes of footnotes:

--to give credit to a source for information or ideas borrowed
--to explain or give definitions out of the body of the paper

2. What to footnote:

A. any direct quote - a few words or a long passage

B. important or unusual statistics or numbers

C. paraphrases of views of authors or experts

D. charts, graphs used in a paper

3. How to footnote:

1. At the end of the section in your paper that needs footnoting, put a number slightly above and the right of the last word of the footnoted section. At the same time, write the correct footnote in correct form on a separate sheet of paper. Footnote form can be found in the Wayne Central High School Bibliographic Form packet.

2. Direct Quotes should be worked smoothly into the body of the paper. Long directly-quoted passages should be discussed, explained or interpreted by you in the body of the paper.

---

his way through school. John speaks about his school behavior in "A Biography."

Direct Quote-more than 3 lines-Indent and Single Space →

> I was aggressive because I wanted to be popular. I wanted to be the leader. . . . I wanted everyone to do what I told them to,. to laugh at my jokes and let me be the boss.[3]

When John was fifteen, his mother bought him a guitar and

On June 15, 1956, John Lennon and his Quarrymen performed at the Woolton village fete in Liverpool. About that day John comments, "That was the day that I met Paul, that is started moving."[4]

Direct Quote-very short →

45

BEST COPY AVAILABLE

STEP VIII - 4 TIPS AND AN EXERCISE ON WRITING CONCLUSIONS

Modern man has learned to control many of the elements that his forefathers had to struggle with. Even as he progresses, however, he finds himself becoming slave to other forces he has let loose against himself.

Car exhaust and factory smoke combine to make the atmosphere of big cities unfit for human breathing. In summer heat the pollutants trapped in the dense overhang make activity dangerous for all but the healthiest people.

Chemicals, detergents and oil poison the rivers for plants, and fish, and swimming in lakes for most city dwellers is out of the question. The canals covered with thick black oil and the shores laden with dead fish are repulsive to look at.

New means of transportation have shortened space but their multiplication in city and air have lengthened travel time and caused numberless deaths on the highways. New knowledge about the moon and the depths of the seas are offset by the carelessness that ends in the disappearance of needed trees, animals and fish, and the accumulation of unneeded, unrecyclable refuse. New ways to transform energy have made life convenient and ended a war, but they also stand as a constant threat to continuing life on earth.

Was your conclusion just a restatement of the topic, or did it gather together the ideas of the paper and cast new light on them?

Below are some things a conclusion might do.

- Summarize the individual points presented in the paper.
- Return to the idea of the introduction with new insight.
- Visualize the future in terms of the subject matter presented.
- Appeal to the emotions regarding the points demonstrated.
- Suggest specific action in the light of the information given.
- Employ an appropriate quote that capsulizes the theme topic.
- Use brief illustrations, anecdotes, or personal references to make practical the points presented.

46

Read the four conclusions that follow and decide which type of conclusion each is.

> Unless man takes practical measures to protect his life on this planet, he can count on its becoming only another dry cindery moon spinning endlessly around an uncaring sun.
>
> Although man can't close all factories and return to a horse and buggy existence, he can begin to take measures to preserve life for his children and their children.
>
> The process of recovery can begin only with each individual. Each man must ask himself every day, what can I do to slow down or reverse the situation?
>
> Air, ocean, land, plant, animal and human life all suffer from man's failure to value his gifts. Begin today to rescue the environment by joining ROW—a new organization for those interested in Re-creating Our World.

Which type of conclusion is yours?

Usually a short paper needs only a short conclusion. Sometimes, if you've made your point very well, no conclusion is necessary. You must decide whether a conclusion will add any new insight or strengthen your statement. The ending should not be padded; that is, it should not include a conclusion just for the sake of having one. Plan your last words carefully, then *stop.*

The Cambridge Writer's Program

STEP IX

GOAL: to revise a rough draft for logic, flow and mechanics

SKILL	PRODUCT	METHOD	TIMELINE	EVALUATION
1. "Abstracting" to test the logic of an essay's rough draft	rough draft "abstract"	directions,* students do own paper in class; peer reads for logic	one class	peer check, teacher grade
2. Skimming for sense of the flow		student and then a peer read rough draft just for the flow of words; discussion follows; student corrects awkwardness	½ class	student-peer discussion
3. Proofreading, using a checklist	checklist*	student proofreads, then one or two peers (tasks can be specific, such looking for spelling errors)	½ class	student-peer discussion

STEP IX - 1 DIRECTIONS FOR "ABSTRACTING" A ROUGH DRAFT TO TEST ITS LOGIC

Revision: The Abstract as Key

Between posing the research question and submitti the completed project, students must of course acco plish many other detailed tasks. Once they have dev oped an outline, taken their notes, had prewriting d cussions in their triads, turned their research questic into positive thesis statements, and scratched out th first halting drafts, they may think they are nearly fi ished. Here, however, is where the crucial but often n glected process of revision begins. As Dan Kirby o served in a speech recently at the University of Hous at Clear Lake City, revision is the stage in which most the real learning about writing takes place. In additi to employing peer editing coupled with the use of a editing checklist, another variation which leads to su cessful organization and development of the thesis co sists of teaching students to compose an abstract of ea draft.

Writing an abstract is a method of self-editing. An a stract is a summary of a technical or scholarly compo tion, which contains the essential facts of the origin Students might follow these directions in composi abstracts:

1. Write the thesis of the research paper.
2. Write the topic sentence from each major develo mental paragraph.
3. Write one or more specifying sentences, whi draw from the developmental details of t paragraphs to support each topic sentence.

Before students write abstracts, the teacher can provi a model by leading a class exercise in composing an a stract of a draft belonging to a student from anoth class.

When students have composed their own abstrac they may examine them to answer the following qu tions which appear on an editing checklist:

1. Is the thesis sentence a clearly written positive statement covering the findings of the paper?
2. Does each of the topic sentences present a distinct portion of the development of the thesis?
3. Does the order of topic sentences flow logically?
4. Does the material in each of the specifying sentences provide development of its topic sentence?
5. Does the concluding paragraph restate the controlling idea of the paper?

Instead of simply answering these editing questions mentally, the students should write out the essential organizational and developmental elements in a separate paper that is free from all the distracting details of the full draft. By writing out the thesis and major developmental topic sentences and a summary of the development of each point, students will create a kind of map of their drafts that will easily reveal any organizational and developmental problems.

BEST COPY AVAILABLE

STEP IX - 3 PROOFREADING CHECKLIST

	Excellent	Good	Fair	Poor	Unacceptable	Improved
CONTENT						
1 Answers the question						
2 Uses enough details						
3 Uses accurate details						
4 Supports generalizations						
ORGANIZATION						
5 Clear plan of organization						
6 Paragraphing						
7 Topic sentences						
8 Introduction						
9 Conclusion						
STYLE						
10 Avoids run-ons						
11 Avoids fragments						
12 Sentence variety						
13 Smoothness, transition						
14 Noun-verb agreement						
15 Noun-pronoun agreement						
16 Consistent verb tense						
17 Punctuation						
18 Spelling						
19 Handwriting						

STEP X

GOAL: to write a final draft with title page, footnotes, and bibliography

SKILL	PRODUCT	METHOD	TIMELINE	EVALUATION
1. writing a final draft in correct form	final draft	sample of typed page with margins, page of directions*	directions for 1,2, and 3 - one class final papers - one week	teacher grade
2. creating a title page	title page	sample*		
3. writing footnote and bibliography pages, following the WCS Bibliographic Form	footnote and bibliographic pages	practice using the school biblio form, then use with own biblio cards		

STEP X: SAMPLE PAGE OF FINAL DRAFT

John's unsuccessful career began at Dovedal Primary. In 1965, he was enrolled at Quarry Bank High School for Boys, where he was at the bottom of his class by the end of the year. John, a typical roughneck, fought his way through school. John speaks about his school behavior in A Biography.

> I was aggressive because I wanted to be popular. I wanted to be the leader ... I wanted everyone to do what I told them to..to laugh at my jokes and let me be the boss.[3]

When John was fifteen, his mother bought him a guitar and taught him a few banjo chords. He took a handful of guitar lessons, but he had not achieved much proficiency when he put together a five piece band -- all school friends. He dubbed them the Quarrymen.

On June 15, 1956, John Lennon and his Quarrymen performed at the Woolton village fete in Liverpool. About that day John comments, " That was the day that I met Paul, that I started moving."[4]

STEP X: SAMPLE TITLE PAGE

A SOLAR SOLUTION

TO THE ENERGY PROBLEM

John Edwards
English II
May 14, 1983

STEP X FINAL CHECKLIST FOR RESEARCHED, PERSUASIVE ESSAYS

Topics For Evaluation

List is generally in decreasing order of importance; however, all these items are important.

1. Paper has a clearly stated purpose.
2. It has a clear pattern of organization.
3. Paragraph structure is good.
4. Paper contains a sufficient amount of facts.
5. Facts are used to make points.
6. Introduction and conclusion are effective.
7. Paper is in student's own words.
8. Paper has good style: smoothness, transition, logic
9. Paper is neatly in ink or typed.
10. Mechanics are generally error-free: spelling, grammar, agreement, punctuation.
11. Bibliography has sufficient number of sources, in correct form.
12. Footnotes are used appropriately, in correct form.
13. Note cards are in sufficient amount, contain pertinent or useful information, are coded to source
14. Paper has a title page, page numbers beginning with page 2, margins.

ADDENDUM: USES OF RESEARCH PAPERS AFTER THEY ARE COMPLETED

1. Students can be taught abstracting in the traditional sense and can write abstracts of their own research papers. These can be compiled into a class set for distribution and future use.

2. Students can transfer their research findings into another type of discourse, as outlined in the article excerpt below:

Learning to use research findings for a variety of purposes lends a dimension of sheer joy to the writing process.

Creation: The Rewards of Spin-Off Writing

While learning to conduct research and to present findings formally are important skills, learning to use research findings for a variety of purposes—as professional writers do—lends a new dimension of sheer joy to the researching and writing processes. Also, giving students the opportunity to incorporate information from their research papers into pieces of discourse written for distinct purposes or audiences is an effective means of teaching about the nature of purpose and audience, a central concern in mature writing.

To begin a consideration of the spin-off composition, the teacher might discuss a piece of literature with which all the students are familiar. The teacher might elicit from them suggestions for alternative audiences or purposes. For example, they might have just studied Jonathan Swift's "A Modest Proposal," which is an example of Juvenalian satire written to shock the English and Irish people out of complacence. Many of the same facts that Swift used could be transformed into the following types of discourse:

1. A poem or short story allowing the reader to experience the suffering of the Irish people;
2. A letter from Swift to a friend in England explaining the situation of the Irish;
3. A formal speech to be delivered before Parliament for the purpose of bringing about reform in the English treatment of the Irish.

In discussion, the students could identify how the example compositions would differ with respect to audience, purpose, use of material, and voice, including style and tone. Then the teacher might lead students to generate a list of possible audiences and purposes and to correlate voices with them. Purposes tend to group themselves into the following areas: to inform, to persuade, to entertain. Sometimes a piece of discourse will have several purposes. Audiences tend to group themselves into three types: friends with whom we share thoughts and emotions, in the voice of familiar, informal language which may include slang; people from whom we experience some distance and with whom we use informal standard usage, with little slang; and people whom we do not know well and with whom we communicate in formal language.

Following the general discussion of purpose and audience, students can profit from further discussion of their specific topics and findings in their triads. The objective of such discussion is the identification of the audience, purpose, and form for their spin-off compositions. This is not an easy step and it may require one-to-one conferences between the teacher and some students. Students tend to treat this exercise creatively and seem to take pleasure in sharing their compositions with others.

A class which recently used the spin-off writing technique produced a variety of successful compositions. From a girl who explored the legal rights of homosexuals came a powerful editorial which opened like this:

> *John Williams was thought by all to be a brilliant young man. In his second year of college he was drafted and sent to Vietnam. There he earned a Purple Heart and a Silver Star. He also accumulated something else, something that would follow him for the rest of his life: a dishonorable discharge for being a suspected homosexual. Returning home, he finished college and set out to find a job. There were none to be found. His homosexuality followed him everywhere. No one would hire him. Rejected and pessimistic, he turned to drugs and crime. He committed suicide at the age of 28. This case history is not atypical of many young homosexuals. The discrimination against them is causing another civil rights movement*

BEST COPY AVAILABLE